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ABSTRACT

The Suburban Teacher Education Program (STEP), was a full-semester alternative student teaching experience at Texas Southern University, the purpose of which was for students to gain additional understanding and insight in bridging the sociocultural gap that exists between life in suburbia and the central city. This goal was achieved by providing a selected number of black student teachers the opportunity to become involved in this special alternative student teaching activity. The several interdisciplinary seminars which comprised the first phase of the program were intended to provide students with a repertoire of technical, personal, and coping skills for successfully addressing teaching problems in predominantly white communities. The second phase of the program consisted of full-time teaching in the same classrooms in which observations took place during the first phase. STEP program activities were based on thoroughly tested procedures drawn from the nationally recognized Cooperative Urban Teacher Education program, which prepares teachers for inner city schools. (The report contains a bibliography and an appendix showing the score and sequence calendar for the program.) (BD)

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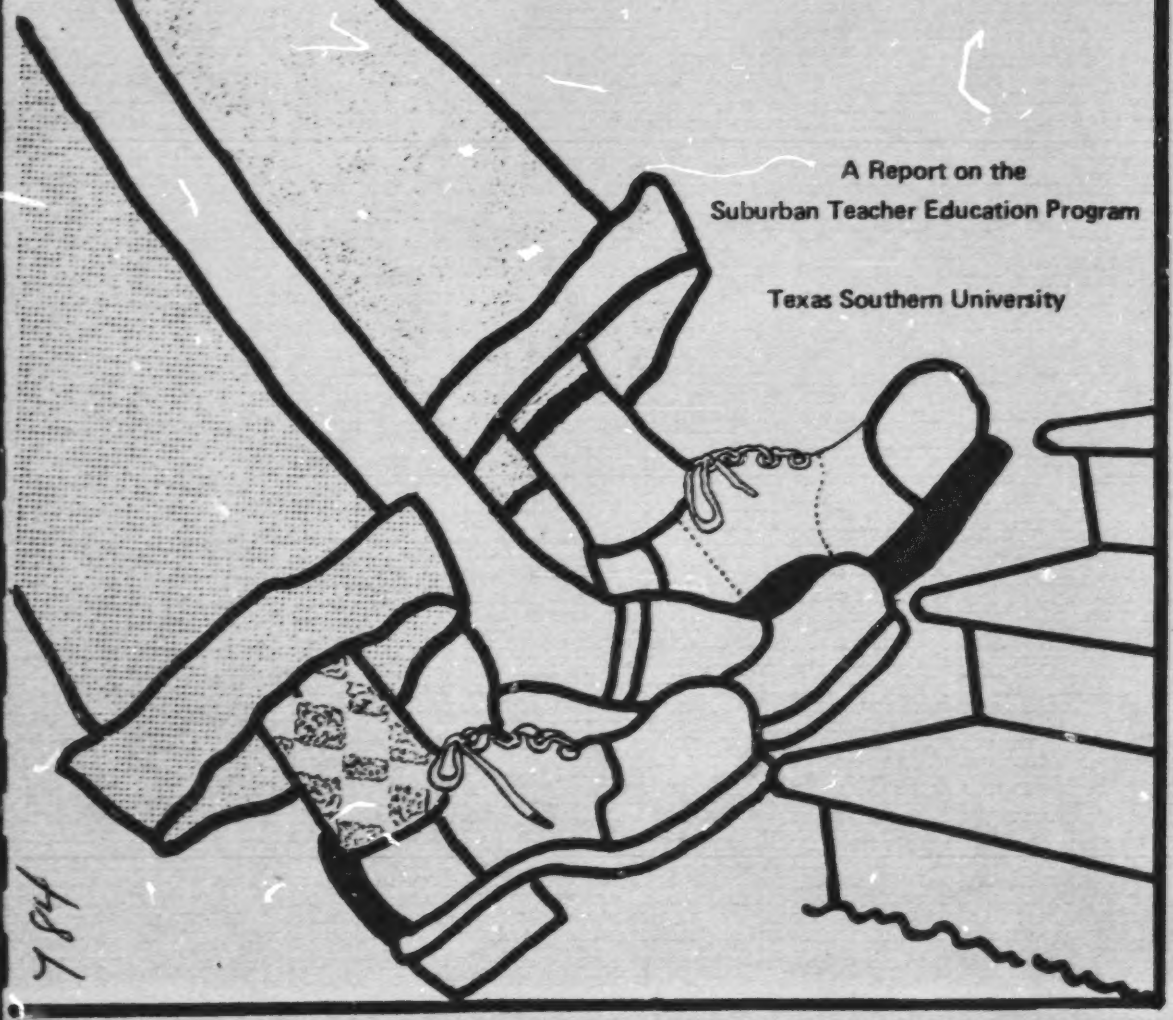
SUBURBAN TEACHER EDUCATION PROGRAM



A Report on the
Suburban Teacher Education Program

Texas Southern University

SP009 784

S. T. E. P.

FINAL REPORT ON THE SUBURBAN TEACHER EDUCATION PROGRAM

BY

LAUNEY F. ROBERTS, JR., DIRECTOR

DIVISION OF FIELD SERVICES

SCHOOL OF EDUCATION

AND

JACQUELINE GILES, PROGRAM

EDUCATION SPECIALIST

ACKNOWLEDGEMENTS

We wish to extend thanks and appreciation to all who played a part in the development of the Suburban Teacher Education Program especially Mrs. Enyce Hendricks and Mrs. Barbara Brown. We are also grateful to the students who participated in the program. Their honesty and openness added immeasurably to the success of the program.

The superintendents and other administrative personnel (Mr. Don Killough and Mrs. Jane Hunt) from the Alief Independent School District, and Spring Independent School District gave outstanding support and cooperation to the venture.

Members of the interdisciplinary instructional team merit particular mention. Dr. L. Williams, Mental Health; Mrs. J. Giles, Education; and Dr. W. McDonald, Sociology made valuable contributions in planning, curriculum development and program implementation. Added thanks are extended to Dr. Sumpter Brooks of Educational Facilitators and Community Consultants, for the development of the management plan for the project.

We are most indebted to the agencies and organizations which vided us with not only financial but moral and spiritual support this innovative endeavor. Dr. Hortense Dixon, Vice President for Urban Programming, Texas Southern University, Mr. Phillip Libby, Director, Houston Office, National Conference of Christians and Jews and Mr. Malcolm McCorquedale, Executive Director, The Menil Foundation, deserve special thanks for their support and encouragement.

L. F. R.
J. G.

INTRODUCTION

The Suburban Teacher Education Program (STEP), (An Experimental Study) was a full-semester alternative student teaching experience at Texas Southern University, Houston, Texas. This study was made possible by a research grant from the Faculty Research Committee at Texas Southern University and program support grants from the Houston office of the National Conference of Christians and Jews and the Menil Foundation. Instituted during the Spring Semester, 1975, the program was a two part experience which sought to assist students in gaining additional understanding and insight in bridging the socio-cultural gap that exists between life in suburbia and the central city. With the recognition that for many reasons our society has not afforded many of its citizens, especially Blacks, the opportunity to experience meaningful and objective interaction in a number of different contexts, social, professional and intellectual, with different ethnic groups, the program provided a selected number of student teachers the opportunity to become involved in a special alternative student teaching activity.

The several interdisciplinary seminars which comprised the first phase of the program were intended to provide students with a repetoire of technical, personal and coping skills for successfully addressing problems attendant to teaching in predominantly white communities. The second phase of the program consisted of full-time teaching in the same classrooms in which observations took place during the first phase.

ORIGINAL FORMAT

The concept of the STEP program activities was based on thoroughly tested procedures drawn from the nationally recognized Cooperative Urban Teacher Education (CUTE) program.(1) This program has been successful in preparing teachers for the inner-city schools. It is based on the idea that individuals act in a given situation according to their perceptions of that situation, but that their perceptions are based on a lifetime of previous experiences and their interpretations of these experiences. It was reasoned that such an approach would be feasible for the STEP program and would employ a field-based format where students could participate in activities and come to grips with experiences from which realistic perceptions could be developed relative to living, teaching and experiencing surburbia.

Objectives

A fourteen-week field-based surburban program was designed for the preparation of prospective black teachers. The objectives of the training program were to:

1. Understand more clearly their attitudes, insecurities, anxieties, and prejudices.
2. Understand their own and their pupils environment and culture.
3. Be knowledgeable of and competent in reflective teaching methodology.

Procedures

The study employed a true experimental design, pre-test, post-test, control group design. Two groups were employed in this design, an experimental and a control group.

The study began during the Fall Semester, 1975, and was divided into two parts, each of which was seven weeks long.

Subjects in the study consisted of fourteen (14) university seniors, seven in the experimental group, and seven in the control group. All students were eligible for student teaching and expressed and interest in participating in this activity. Students in the experimental group were assigned to schools in the Alief Independent School District. Students in the control group were assigned to schools in the Spring Independent School District.

Supervising teachers were selected jointly by the director and officials from the school districts involved. Toward the end of the first seven weeks, which consisted of three inter-disciplinary seminars in Inquiry teaching techniques, Sociology of Suburbia and Mental Health Training, students in the experimental group participated in a one-half day "Live-In" with a white suburban family. The "Live-In" provided students with first hand information through observation and interaction concerning the life styles, family relations, parent-child interaction, patterns of behavior of children outside the school setting and their study habits, etc. all of which assisted beginning teachers as they planned to provide meaningful and effective instructional activities for these youngsters. Assistance was sought from a number of community agencies in these areas which included the YWCA, Jewish Community Center, B'nai B'rith, Human Relations Council and others.

Discussion

Charles Willie et. al, in their recent book Racism and Mental Health, wrote "Racism is tearing this country asunder."(2) Charles Silberman, who wrote a series of articles on race for Fortune magazine in the early 1960's, called American Blacks "the key to our mutual future."(3) As a result of the increasing urbanization of the country, all types and kinds of people are brought into closer proximity with each other.

Racism makes it impossible for people who need each other to turn toward one another. Further, no nation can set its people against each other and remain strong and healthy. As pointed out by Silberman: "Man cannot deny the humanity of his fellowman without ultimately destroying his own."(4)

Several years ago, the Houston Independent School District was required by court order to desegregate its faculties. This plan ordered by Federal District Judge Ben Connally in 1970 is commonly referred to as the "Singleton Ratio" or "teacher cross-over."(5) It required that faculties in all schools should be similar to the school districts' teacher ethnic composition. Where faculties had been all Black in schools with all Black enrollments and all white in school with all white enrollments, faculties were to become predominantly white in every school. "The Singleton Ratio" required that faculties become roughly 65% white and 35% Black. Thus, began an era of decreasing job opportunity for Black teachers, both veteran and novice in the Houston Independent School District. In addition, further aggravation has been experienced among Black student teachers because it was suggested that too must comply with the court ordered "Singleton Ratio."

"Cross-over" (6) teaching has presented real problems for children in classrooms across the country, especially Black and Mexican American, and has illuminated some startling realities about the teaching profession.

In a recently completed study, Roberts observed that racism had manifested itself in subtle and overt actions by an increasing number of white supervising teachers who supervised Black student teachers from Texas Southern University.(7)

During seminars and in personal interviews held during the semester and in end of semester conferences during the past two years, student teachers consistently reported incidents of prejudiced behavior by supervising teachers. Prejudiced behavior is learned. It may be acquired from families, and from group influences in the community. In too many instances, Black student teachers are subjected to prevailing practices of the community in which school districts are located.

Suburban education in many instances, is a perpetuation of racial segregation in public education. Indeed, It has isolated its inhabitants, its teachers and students, from minority students and teachers and from the reality of life in other areas of the community and in the larger society.

Education, as stated in Brown, is "the most important function of the state." And, as shown in Hall v. St. Helena Parish School Board, and Griffin v. School Board, that important function must be administered in all parts of the state with an even hand.(8)

The state operates local public schools through its agents, the local school boards. It directly supplies part of the money for that operation. It certificates the teachers, it accredits the schools, and through its department of education, it maintains constant supervision over the entire operation. The involvement of the state in the operation of its public schools is complete. Indeed, the state is the conduit through which federal money, in increasing amounts, is being funnelled into the public schools. Certainly federal money may not be used to indurate and inequality.(9)

In the intervening years the Court has found the due process clause of the Fourteenth Amendment elastic enough to embrace not only the First and Fourth Admendments, but the self-incrimination clause of the Fifth, the speedy trial, confrontation and assistance of counsel clauses of the Sixth, and the cruel and unusual punishment clause of the Eighth. In so doing the Court has responded with implicit and understandable revulsion to invitations to distinguish between the core and substance of a constitutional right and its supposed mere incidents or excrescences.(10)

Thus, one can surmise that unequal acts propogated by suburban education like unequal apportionment of teachers and students in its schools are unconstitutional Brown v. Board of Education in 1954 became the supreme educational law of the land and also, in Bolling v. Sharpe, the Supreme Court held that the equal protection clause's proscription against de jure school segregation was an element of due process of law under the Fifth Admendment. Consequently, teacher segregation

in suburban schools is a self-contained legal wrong and also ruins the constitutionality of the free choice plan, since it casts an untoward racial influence on the students' choice of schools. Moreover, the court has found that, despite the decision in Bolling, intentional teacher segregation in school districts goes on, not only separating white from Black teachers but assigning them respectively to schools with predominantly white and Black student bodies; under these circumstances the strength of the Rogers v. Paul ruling redoubles. The fact that in many schools the equivalent of token intergration has been carried out is of no legal moment; The Constitution is not appeased by tokenism. Therefore, by and large this persisting condition (segregation) is plainly defective, constitutionally.

Justice demands, therefore, that approximately equal opportunities for all should be available to all who qualify. Minority group teachers are certainly ones who must be a part of this potential opportunity. For, American public schools are ostensibly democratic institutions. The fundamental reasons for public schools undergrid the national claim to participatory democracy by informed participants. To conduct a system of public education in conflict with civil rights of pupils, parents, and teachers is a contradiction of terms.

Recognizing that for many reasons our society has not afforded many of its citizens, especially Blacks, the experience of daily contactual relationships with different ethnic groups, we proposed that a selected number of student teachers would be involved in a special alternative student teaching experience

which would be designed to increase their skill in human relations, competence in innovative teaching methodology, and increased sociological understanding. It was intended that the several interdisciplinary seminar sessions would provide these students a greater degree of understanding and also provide them with a repetoire of technical and coping skills for successfully addressing problems attendant to teaching in predominantly white communities. These students would also engage in other activity which would assist them in successfully relating to students and teachers in these settings.

Experience with "cross-over" teachers have shown that far too many of these teachers both black and white were inadequately prepared academically and emotionally for teaching or supervising student teachers in multicultural settings.(10) Many come from backgrounds quite different from those in which they were assigned to teach. A traumatic "clashing of the culture" resulted from these teachers trying to impose their "standards" on students with cultural backgrounds different from their own.

Hence, this program was developed essentially for two reasons. First, to provide a vehicle for assisting Black student teachers gain access to and possible employment in selected suburban school districts in the Houston area as professional educators. Secondly, chief among the several interdisciplinary seminars was one devoted to Mental Health training wherein the basic thrust was that of assisting participants to come to grips with themselves (Strengthening Self-Perceptions and self awareness) through role plays, simulations, games lectures etc. This activity was felt to be of major import to students from culturally diverse backgrounds as

they possibly encountered bias, stress and racism.

Procedures

The study employed a true experimental design. (pre-test, post-test, control group design). Two groups were employed in this design. One group, the experimental group received a treatment, while the second group, the control group, did not. The assignment of subjects to both groups were done on a random basis. The study which began during the Spring Semester, 1975, was divided into two parts, each of which was seven weeks long.

Subjects in the study consisted of fourteen (14) university seniors, seven in the experimental group, and seven in the control group, who were eligible for student teaching and who expressed an interest in participating in this activity.

Students in the experimental group were assigned to schools in the Alief Independent School District. Control group students were assigned to schools in the Spring Independent School District. Toward the end of the first eight weeks, which consisted of a series of interdisciplinary seminars in inquiry teaching techniques, Sociology of Suburbia and Mental Health Training, students in the experimental group participated in a one-half day "Live-In" with a white suburban family. The "Live-In" provided students with first hand information through observation and interaction concerning life styles, family relations, parent-child interaction, patterns of behavior outside the school setting and their study habits, etc. all of which assisted beginning teachers as they planned for providing meaningful and effective instructional activities for these youngsters. Three special consultants were secured and paid a stipend to assist in the planning and implementation of the project. They were responsible for conducting the interdisciplinary seminars and also served as monitors for the study. Periodically, during the second eight weeks they assessed the program's activity and student progress. Special forms and material were developed for their use.

Information and understandings gained from this experiment provided us with much needed input regarding improving student-teacher supervising teacher relationships, in strengthening our student teaching program and in making plans and projections for expanding our program in these areas.

Description of Evaluation Instruments

The primary instrument used in the study was the Personal Orientation Inventory (POI). This instrument was developed in 1963 by Everett Shostrom as a means for measuring the degree to which one is self-actualized. Abraham Maslow (1954,1962,1967) developed the idea of the self-actualized person-a person who is more fully functioning and lives a more enriched life than does the average person. Such an individual is seen as developing and utilizing all of his unique capabilities, or potentialities, free of the inhibitions and emotional turmoil of those less self-actualizing.

The (POI) was selected to assist in ascertaining the degree to which students who were involved in this special activity were in fact self-actualizing. We focused primary emphasis on this aspect because we felt such a socio-psycho-emotional posture, as is indicated in the several sub-scales of the inventory is critically needed and necessary for students from culturally diverse backgrounds as they engaged in and were subjected to the challenges and rigors of "Cross-over" teaching. The Personal Orientation Inventory (POI) is an instrument which consists of 150 two-choice comparative value and behavior judgements. The items are scored twice, first on two basic scales of personal orientation, inner directed support (127 items) and time competence (23 items) and second for ten subscales each of which measures a conceptually important element of self-actualization.

The other evaluative instrument used in the study was the Minnesota Teacher Attitide Inventory (MTAI). The MTAI is designed to measure those attitudes of a teacher which predict how well he will get along with pupils in interpersonal relationships and indirectly how well satisified he will be with teaching as a vocation. The inventory consists of 150 statements.

Data Analysis

The "t" Test for Related Measures was used to analyze the data in the study. Signifance was measured to the p=.05 level.

The hypotheses formulated for this proposal were as follows:

1. Student teachers in the experimental group will show a significant increase in (self-acceptance) as a result of exposure to the activities presented in this program when compared with the control group as measured by the Personal Orientation Inventory.

2. Student teachers in the experimental group when compared with the control group will show a significant increase in their ability to develop meaningful relationships with other human beings (Intimate Contact) as a result of exposure to the activities presented in this program and as measured by the Personal Orientation Inventory.

3. Student teachers in the experimental group will show a significant increase in the ability to (accept anger or agression within themselves) as measured by the Personal Orientation Inventory when compared with control group.

4. Student teachers in the experimental group will show a significant increase in senditicity to their personal needs and feelings (feeling reactivity) when compared with the control group as measured by the Personal Orientation Inventory.

5. Student teachers in the experimental group will show a significant increase in their Minnesota Teacher Attitude Inventory scores when compared with the control group.

Hypotheses I

The results of the comparison of pre and post tests of both groups were non-significant at the p=.05 level, hence, this hypothesis was rejected. Closer examination revealed, however, that the "t"test results for the control group was significant at the p=10 level. (See Table I).

Hypotheses II

The results of this comparison of pre and post tests for both groups were non-significant. (See Table I).

Hypotheses III

The results of this comparison of pre and post tests for both groups were non-significant. (See Table I)

Hypotheses IV

The results of this comparison of pre and post tests for both groups were non-significant. (See Table I)

Hypotheses V

The results of this comparison of pre and post tests for both groups were non-significant. (See Table II)

Discussion of Results

Results of the (POI) on Table I show that overall, students in the control group reflect a slightly higher degree of change or movement toward self-actualization.

The finding of no significant difference in self-acceptance (hypotheses I) by the two groups was unexpected. However, while the amount of growth or difference in pre and post test scores for either the experimental or control group is not significant at the .05 level, there is a degree of growth exhibited in both groups. Unexpected, however, was the degree of growth that was evidenced in the control group which was significant at the .10 level. (It should be pointed out here that feedback we received from students in the control group throughout the semester, indicated that their experience was far more problematic than that of students in the experimental group. It appears a breakdown in communication occurred at the beginning of the semester between Texas Southern and the school district's central office which resulted in the host school not being aware of the assignment of student teachers. Hence, these students were not expected when they arrived and consequently got off to a traumatic beginning.

It is conceivable therefore that these conditions led to a group cohesiveness and solidarity which resulted from a commonality of perceived needs. Thus, the gains on several of the sub-group scores that significantly exceeded students in the experimental group.)

The above condition appears also to be operating in the comparison made in hypotheses II, wherein, mean scores for the control group reflected no change. This finding is not at all surprising or unexpected when one considers the general climate and tone of the host school in which the control group was located, which was at times, hostile and lacking in warmth on the part of several of the supervising teachers. It is surprising, however, that the capacity to accept aggression within one's self on the part of students in the control group, reflected an increase.

Although not one of the sub-scales included for comparison in the study, inner directedness was the only one that resulted in a significant difference at the .05 level favoring the control group. (See Table I) According to Shostrom, the inner directed person appears to have incorporated a psychic "gyroscope" which is started by parental influences and later on is further influenced by other authority figures. The source of direction for individuals is inner in the sense that they are guided by internal motivations rather than external influences. This outcome appears more to have resulted by chance than from an inability to impose stricter controls or sampling procedures.

TABLE I

Analysis Of Pre And Post Tests Result
Personal Orientation Inventory (POI)

SUB-SCALES		Experimental Group $\bar{X}$	t		Control Group $\bar{X}$	t
C=Time Competence	Pre-	17.71	1.78	Pre-	18.00	.86
	Post-	15.14		Post-	17.14	
I=Inner Directed	Pre-	79.71	-.512	Pre	81.43	2.89*
	Post-	81.57		Post	86.29	
Sav=Self Actual-izing Value	Pre-	19.14	.835	Pre-	20.57	.302
	Post-	19.71		Post-	20.14	
Ex=Existentiality	Pre-	17.86	.119	Pre-	18.43	2.24**
	Post	17.71		Post-	20.71	
Fr=Feeling Reactivity	Pre-	14.86	.36	Pre-	15.71	1.63
	Post-	14.14		Post-	14.71	
S=Spontaneity	Pre-	11.42	0	Pre-	11	1.19
	Post-	11.42		Post	12	
S=Self Regard	Pre-	13.57	.220	Pre-	13.14	.614
	Post	13.43		Post	13.43	
Sa=Self Acceptance	Pre-	15.14	.513	Pre-	14.14	2.04**
	Post-	15.57		Post-	16.57	
Nc=Nature of Man	Pre-	11.14	.359	Pre-	11.29	1.20
	Post-	11.43		Post-	12.14	
Sy=Synergy	Pre-	6.43	.275	Pre	7.57	.537
	Post-	6.29		Post	7.29	

		Experimental Group $\bar{X}$	t		Control Group $\bar{X}$	t
A=Acceptance of Agression	Pre-	14.57	.330	Pre-	15.14	.785
	Post	14.14		Post-	15.86	
C=Capacity for Intimate Contact	Pre-	18.71	1.10	Pre-	20	0
	Post	19.86		Post	20	

*Significant at p=.05 level. **Significant at p=.10 level

TABLE II
Analysis of Pre and Post Test Results
Minnesota Teacher Attitude Inventory (MTAI)

	Experimental Group $\bar{X}$	t		Control Group $\bar{X}$	t
Pre-	149.14	.786	Pre-	178.71	.953
Post-	142.43		Post	166.71	

Subjective Measures

The two instruments used to collect this data were ones that we devised,"A Midpoint Assessment" and "The Background Experiences Survey." Both instruments were administered at the end of the first seven week phase. Other instruments employed were an End-of Semester Assessment for principals and supervising teachers and summary evaluations from each of the program specialists.

An individual's reactions cannot always be quantified. Significant information concerning feelings, insecurities and prejudices are sometimes best described utilizing verbal statements. For example, one participant in the control group expressed the following concern on the Midpoint Assessment "they (supervising teachers in her school) have preconceived thoughts that because we are black we don't know much and will make many mistakes." Also, "they keep their eyes open and ears perked for the slightest error. I have been aware of their stares." The foregoing may seem insignificant, yet inherent in these statements are the insidious effects of racism, feelings of ineptness and of low expectations and self regard which plaque many black student teachers involved in cross-over teaching.

In general, the participants in the Experimental group were stimulated by the seminar in sociology, mental health and, to a lesser degree, education, and they benefitted from group interaction and critical thinking to resolve communication problems. One participant's reaction revealed that the sociology seminar was unique to surburia and gave her a chance to find out and understand some new things about suburbia.

A second participant felt that the mental health seminars were most helpful, and felt she understood herself much better.

Experimental group participants viewed the community tours as most significant. Most of these students considered the "Live In" a realistic experience which allowed them the opportunity to establish greater rapport with their supervising teacher. Another student had a different view and stated, "I was extremely against the "Live In", but after I went, I enjoyed it. I thought there would'nt be much to gain from the experience. The people are going to let you see only what they want you to see."

Relative to the Background Experiences Survey, most of the participants had had personal contacts with members of other racial groups prior to their participation in this program. School, college, voluntary clubs and organizations were most frequently cited as places where the personal contact occurred. Some participants indicated having had contact with other racial groups in business, industry and the armed forces. When asked how they felt about being a member of an interracial teaching team, thirteen participants indicated they would'nt mind. One indicated he would'nt like it. All students in the experimental group indicated they would not mind being a part of an interracial team.

The question, "which of the following do you think would have the greatest effect in reducing racial prejudice in America?" yielded the following:

		Responses
1.	Integration of public schools.....	3 students
2.	Publicity campaigns to promote..... integration	0
3.	Fair employment and housing..... legislation	6 students
4.	Direct, personal contact between..... members of various groups	9 students

Participants in the Experimental group were critical of the education seminars. They emphasized a need for more application, indicating a need for micro-teaching to demonstrate their skills.

Teacher-pupil relationships in suburban schools were assessed to be much better than those in the typical Houston Independent School District. Parental input, abundance of resources, facilities and other variables were cited as factors which created a functional and stimulating environment.

Supervising teachers were considered a vital part of the STEP program. They met with staff and participants for an informal gathering before activities began and provided ongoing consultation to their student teachers. Students spent an average of six hours per day as full time student teachers for seven weeks. Thus, staff, students and supervising teachers formed a close knit operating unit.

All supervising teachers suggested that stricter selection criteria be used to recruit STEP participants. They recognized the significance of the seminars, and recommended more accountability and more frequent evaluation of student teacher performance.

Summary and Conclusions

As is true in any new effort, there will be strengths and weaknesses exhibited. From the foregoing it is evident that the program experienced a modicum of success in achieving its goals and objectives. Some of this is evident in statements like the following from one student in the experimental group who stated, "I feel that the first half of the program couldn't have done a better job of helping me to achieve those goals set forth. It didn't totally change my views but it did teach me to have an open mind. "On the other hand, some comments pointed up programmatic inequities like "We didn't receive enough information on the materials in the schools;" the sessions (three hours in length) were too long, some even got to be boring; the education component was well structured, planned and organized, but we didn't devote enough time to it; Visitation from Texas Southern University supervisors also need to be increased; Students should be visited more frequently.

We are indeed pleased at the outcome of the study. Although the hypotheses we advanced were non-significant at the level indicated, the experience we gained, the gulf we bridged, the social, intellectual and professional interaction and exchange the program engendered and most of all the students who were affected and subsequently employed (two in the experimental group have been employed in suburban school settings and one in the control group has been employed in a similar setting) made the effort, overall quite meaningful and successful and points the way for programs in subsequent semesters.

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APPENDIX A

SCORE AND SEQUENCE CALENDAR

SPRING SEMESTER, 1975

TEXAS SOUTHERN UNIVERSITY

SUBURBAN TEACHER EDUCATION

STAFF

Dr. L.F. Roberts, Jr
Dr. L. Williams, Mental Health
Mrs. J. Giles, Education
Dr. W. McDonald, Sociology

MONDAY — January 27, 1975

9:00 - 12:00 Noon
Welcome - Introductions (Student logs to be kept daily)

Personal Awareness M.H. 302-2A (Dr. Williams)
Location - Mahanay Elementary School, Alief Independent School District

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TUESDAY — January 28, 1975

9:00 - 12:00 Noon
Introduction to Sociology of Suburbia Curricula Soc. 101-1A
Completion of Section I of the questions (Dr. McDonald)
Location - Mahanay Elementary School

1:00 - 3:00 P.M.
Education 101A Topic "The Miseducation of White Children" (Mrs. Giles)
Location - Mahanay Elementary School

WEDNESDAY — January 29, 1975

F R E E

1:00 - 3:00 P.M.
Mental Health Seminar (Dr. L. Williams)
Location - Mahanay Elementary School

THURSDAY — January 30, 1975

9:00 - 12:00 Noon
Sociology of Suburbia Seminar (Cont'd)

1:00 - 3:00 P.M.
Education 101B "Determining Your Learning Style"
Location - Mahanay Elementary School

SCOPE AND SEQUENCE CALENDAR (2) TEXAS SOUTHERN UNIVERSITY
SUBURBAN TEACHER EDUCATION
PROGRAM

SPRING SEMESTER, 1975

FRIDAY January 31, 1975

8:00-- 12:00 Noon
Observation in Assigned Schools

Afternoon - F R E E

MONDAY February 3, 1975

10:00 - 11:30 A.M.
Mental Health Seminar - Part A
11:45 - 1:00 P.M.
Mental Health Seminar - Part B
Location - Mahanay Elementary School
Afternoon - F R E E

TUESDAY February 4, 1975

9:00 - 12:00 Noon
Sociology of Suburbia Seminar "Explanations of Social Systems Approach to Community Study"
Location - Mahanay Elementary School

1:00 - 3:00 P.M.
Education 102A "Reducing Behavior Gap" Dyadic Encounters
Location - Mahanay Elementary School

WEDNESDAY February 5, 1975

F R E E

1:00 - 3:00 P.M.
Mental Health Seminar
Location - Mahanay Elementary School

THURSDAY February 6, 1975

9:00 - 12:00 Noon
Sociology of Suburbia Seminar - Lecture - Discussion

1:00 - 3:00 P.M.
Education 102B "Reducing the Behavior Gap" Learning Styles
Location - Mahanay Elementary School

FRIDAY February 7, 1975

8:00 - 3:00 P.M.
Observation in Assigned Schools

SCOPE AND SEQUENCE CALENDAR (3) TEXAS SOUTHERN UNIVERSITY
SUBURBAN TEACHER EDUCATION
SPRING SEMESTER, 1975 PROGRAM

MONDAY — February 10, 1975

10:00 - 1:00 P.M.
Mental Health Seminar

Afternoon - F R E E

TUESDAY — February 11, 1975

9:00 - 12:00 P.M.
Sociology Seminar, Lecture - Discussion

1:00 - 3:00 P.M.
Education 103 - Simulation and Role Playing: Effective Learning Innovations
Location - Mahanay Elementary School

WEDNESDAY — February 12, 1975

8:00 - 11:00 A.M.
Observation in Assigned Schools

1:00 - 3:00 P.M.
Mental Health Seminar
Location - Mahanay Elementary School

THURSDAY — February 13, 1975

9:00 - 12:00 Noon
Sociology Seminar - (Lecture-Discussion) "Student Presentations"

1:00 - 3:00 P.M.
Education 103 - Instructions for Micro-Teaching
Location - Mahanay Elementary School

FRIDAY — February 14, 1975

12:00 - 2:00 P.M.
Lunch and "Fireside Chat Seminar" Dr. L. Roberts, Jr.
(See Dr. Roberts for location)

SCOPE AND SEQUENCE CALENDAR (4) TEXAS SOUTHERN UNIVERSITY
SUBURBAN TEACHER EDUCATION
SPRING SEMESTER, 1975 PROGRAM

MONDAY — February 17, 1975

Mental Health Seminar (10-11:30 A.M.)
Location - Mahanay Elementary School

1:00 - 3:00 P.M.
Visit Riverside Hospital Drug Clinic (Dr. Roberts)

TUESDAY — February 18, 1975

9:00 - 12:00 Noon
Sociology Seminar - Student Presentations

1:00 - 3:00 P.M.
Education 104 - Writing Behavioral Objectives, Lesson Planning and Constructing Learning Units
Location - Mahanay Elementary School

WEDNESDAY — February 19, 1975

Mental Health Field Trip
Visit TRIMS (See Dr. Roberts)

1:00 - 3:00 P.M.
Mental Health Seminar
Location - Mahanay Elementary School

THURSDAY — February 19, 1975

9:00 - 12:00 Noon
Sociology Seminar - Completion of presentations and evaluation

1:00 - 3:00 P.M.
Education 104 Grouping for Instruction, Flexible Grouping

FRIDAY — February 21, 1975

F R E E

1:00 - 3:00 P.M.
Field trip to Health Department (check with Dr. Roberts)

SCOPE AND SEQUENCE CALENDAR (5) TEXAS SOUTHERN UNIVERSITY
SUBURBAN TEACHER EDUCATION
SPRING SEMESTER, 1975 PROGRAM

MONDAY — February 24, 1975

10:00 - 1:00 P.M.
Mental Health Seminar
Location - Mahanay Elementary School

Afternoon - F R E E

TUESDAY — February 25, 1975

9:00 - 12:00 Noon
Sociology Seminar - History and General Information and Demographic Data Concerning Alief, Tapes of interviews of special community persons

Education - Team Teaching and Cooperative Teaching
Location - Mahanay Elementary School

WEDNESDAY — February 26, 1975

8:00 - 12:00 Noon
Observation in Assigned Schools

Mental Health Seminar (1:00 - 3:00 P.M.)

THURSDAY — February 27, 1975

9:00 - 12:00 Noon
Sociology Seminar - Automobile and Walking Tour of the Alief Community "Reconnaissance Survey"

Education - Continued - Team Teaching and Cooperative Teaching (1:00 - 3:00 P.M.)

FRIDAY — February 28, 1975

8:00 - 3:00 P.M.
Observation in Assigned Schools

SCOPE AND SEQUENCE CALENDAR (6) TEXAS SOUTHERN UNIVERSITY
SUBURBAN TEACHER EDUCATION
PROGRAM

SPRING SEMESTER, 1975

MONDAY March 3, 1975

10:00 - 1:00 P.M.
Mental Health Seminar

2:00 - 3:00 P.M.
Visit Hope Center for Youth (see Dr. Roberts)

TUESDAY March 4, 1975

9:00 - 12:00 Noon
Sociology Seminar - Field Trip - Visit to a community center, a church, Question-Answer session with officials, etc.

1:00 - 3:00 P.M.
Education 105 "Using Group Process Techniques in Instruction: An Effective Teaching Tool"

WEDNESDAY March 5, 1975

10:00 - 12:00 Noon
Special Leturer in Psychiatry
Location - see Dr. Roberts

1:00 - 3:00 P.M.
Mental Health Seminar

THURSDAY March 6, 1975

Sociology Seminar
Visiting a Social Service or Health Agency in this community
"Sharpstown General Hospital"

T B A

FRIDAY March 7, 1975 (10:00 - 12:00 Noon)

(Special Lecturer in Education - see Dr. Roberts)

Preparing for "Live-In Experience"
1:00 - 3:00 P.M. - T.S.U. Campus

SATURDAY March 8, 1975 - LIVE-IN EXPERIENCE - (9:00 - 3:00 P.M.)
Reflective Seminar - 5:00 P.M. (TBA)

SCOPE AND SEQUENCE CALENDAR (7) TEXAS SOUTHERN UNIVERSITY
SUBURBAN TEACHER EDUCATION
SPRING SEMESTER, 1975 PROGRAM

MONDAY — March 10, 1975

10:00 - 1:00 P.M.
Mental Health Seminar

Afternoon - F R E E

TUESDAY — March 11, 1975

9:00 - 12:00 Noon
Sociology Seminar - Reflective Seminar and Evaluation of Field Trip Experiences

1:00 - 3:00 P.M.
Education 106 - Forming Learning Activity Options

WEDNESDAY — March 12, 1975

T B A

1:00 - 3:00 P.M.
Mental Health Seminar

THURSDAY — March 13, 1975

Sociology Seminar - Closure - 9:00 - 12:00 Noon

Education 107 - "The Process of Change"
"White Power: The Colonial Situation"
Closure (1:00 - 3:00 P.M.)

FRIDAY — March 14, 1975

9:00 - 12:00 Noon
Program Reflective Seminar at Mahanay Elementary School

8:00 - 12 Midnight
Social (covered dishes)

APPENDIX B

SUBURBAN TEACHER EDUCATION PROGRAM
(STEP)

Phase I: Planning and Development

Systemic Management Plan

Activity	Agent	Cost	Accomplishment Dates: September 1 2 3 4	October 1 2 3 4	November 1 2 3 4	December 1 2 3 4	January 1 2 3 4	February 1 2 3 4	March 1 2 3 4	April 1 2 3 4	May 1 2 3 4	June 1 2 3 4
1.	PD	None	———	———								
2.	Staff			———	———	———						
3.	PD				———	———						
4.	Staff				———	———	———					
5.	PD				———	———						
6.	Staff				———	———	———					
7.	Staff					•						
8.	PD					———						
Phase II												
9.	P						•					
10.	PD						•					
11.	Staff						———	(*)	——— (*) (*)			
12.	Staff								———	(*) (*) (*) (*) (*)		
13.	Staff										•	
Phase III											•	
14.	P											———
15.	PD											

TASK DESCRIPTIONS

Beginning Dates	*Tentative Beginning and Ending Dates **Absolute Deadlines; (*) Special Activities	Completion Dates
*9-2-74	1. Interviewing, screening, and selecting project	*10-18-74
**9-9-74	staff by Project Director.	**10-25-74
*10-7-74	2. Development of prototype training materials	*11-1-74
	and curriculum by respective staff members --	
	Mental Health Specialist, Sociology Special-	
	ist, Psychologist, Educational Specialist,	
**10-14-74	and Management and Planning Consultant.	**12-6-74
*10-21-74	3. Order, receive, and familiarize staff with	*12-6-74
	testing instruments and Interaction Labora-	
**10-25-74	tory for Teacher Development.	**12-13-74
*10-21-74	4. Prepare summative and formative assessment	*12-13-74
**10-25-74	for training complex.	**12-20-74
*10-28-74	5. Interviewing, screening, and selecting	*12-6-74
**11-1-74	Supervising Teachers.	**12-13-74
*11-1-74	6. Plan staff orientation meeting for all	**12-18-74
**11-8-74	personnel.	

**12-18-74	7. Hold orientation meeting for all staff program personnel.	**12-20-74
*12-2-74 **12-9-74	8. Interviewing, screening, and selecting psychometrist for administering battery of standardized instruments.	*12-13-74 **12-20-74
**1-20-75	9. Administer pretest battery to program participants.	**1-20-75
**1-22-75	10. Conduct sensitivity training session to all program participants.	**1-22-75
*1-23-75 **1-27-75	11. Initiate and complete all training involved with prototype materials and curriculum. (*) Two days of the first week are to be spent observing in the assigned school. (*) Visit Children's Mental Health Clinic (*) Conduct interviews with teachers, administrators, parents, students, staff persons, and community persons.	*3-7-75 **3-14-75 1-28,29-75 3-4-75 3-3-75
**3-17-75	12. Begin field-centered phase of program. (*) Observe students collect necessary data.	**5-9-75

**5-9-75	13. Administer posttest battery to program participants.	**5-9-75
**5-9-75	14. Finalize field service activities with students -- i.e. certification, verification, assessments, etc.	**5-16-75
*5-26-75 **5-30-75	15. Complete statistical analysis and finalize study for dissemination.	*6-20-75 **6-27-75

Step Staff Personnel

1. ES - Educational Specialist
2. MPC - Management and Planning Consultant
3. MHS - Mental Health Specialist
4. PD - Project Director
5. Psy. - Psychologist
6. P - Psychometrist
7. SS - Sociology Specialist
8. SC - Special Consultant
9. ST - Supervisory Teachers